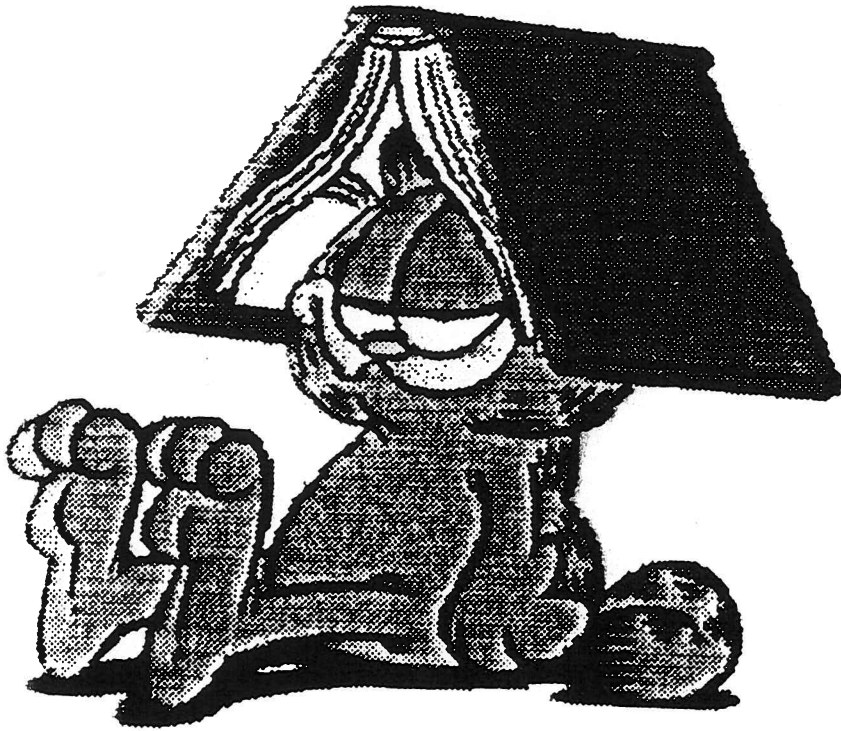


# *Middle School Reading*

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## Middle School Reading

Our developmental reading class creates readers and writers who are able to comprehend a variety of selections then analyze, synthesize and apply what they read through writing and speaking in a clearly developed manner.

### Classroom goals

1. Read and analyze a variety of genres in class and independently.
2. Successfully apply various reading strategies for monitoring comprehension.
3. Write clear, well-developed essays, reports, etc., to enhance comprehension and build your knowledge base.
4. Effectively prepare and present orally.

### Class expectations

1. Read assigned selections and complete comprehension activities such as structured overviews, essays, projects, summaries, journals, etc.
2. Prepare one book report per quarter. Details are found in the “**Book It**” packet.
3. Complete daily readings, embedded questions, written assignments, constructed-response quizzes and objective/essay tests.
4. Participate in class discussions and group work.
5. Learn and apply comprehension skills and literary terminology

### Our units of instruction will be based on the following:

#### **6<sup>th</sup> Grade**

*Tom Sawyer*

*The Cay*

*Slake's Limbo*

*Lucas Whitaker*

*Wrinkle in Tim*

*Where the Red Fern Grows*

*Short stories/plays/selected poetry*

#### **7<sup>th</sup> Grade**

*The Pearl*

*True Confessions of Charlotte Doyle*

*The Westing Game*

*Short stories from Poe, O. Henry and Sir Arthur Conan Doyle*

*Poetry selections*

#### **8<sup>th</sup> Grade**

*A Separate Peace*

*Classic American Short Stories*

*The Time Machine*

*The Christmas Carol*  
*Flowers for Algernon*  
*The Giver*

*Myths*  
*Poetry*

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**Successful readers understand that reading is a thinking activity, and they have control over their reading behavior.**

**Strategies to self-direct plans for comprehending text**

KWL

Embedded questions

Self-monitoring comprehension

Predicting

Interpreting figures of speech

Graphic organizers

Use of context clues to understand word meanings

Summarizing and paraphrasing

Reading for a set purpose

Activating background knowledge

Reciprocal Teaching

# Comprehension Checklist

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## **Before you start reading, did you**

- Set a purpose for reading---what do you need to find or figure out?
- Think about what you already know about the topic---a lot or a little?
- Read the captions, bold wording, chapter titles, summaries, questions?

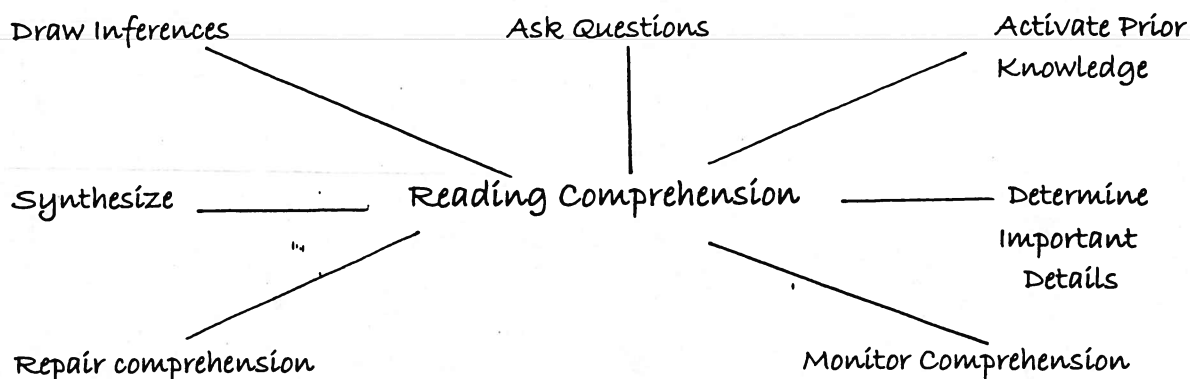
## **During reading, did you**

- Reread when you didn't understand?
- Create a mental picture of what you were reading?
- Summarize the main point(s) after every page or two?
- Decide that before you move on, you need to ask someone for help?

## **After reading, did you**

- Take notes or answer the guide questions?
- Mark the sections you didn't understand or had a question about?
- Learn what you thought you would in this reading?

## Seven Comprehension strategies



**Activate prior knowledge**-Strategic readers use what is know about the topic of a text and the way a text is organized to check their comprehension to make mental connections between new information and existing knowledge.

**Monitor comprehension**-Reading rate and strategies are adjusted when a reader needs to understand different text.

**Repair comprehension**-When meaning has been lost, fix-up strategies such as rereading and skipping ahead are used by strategic readers to move reading back on track.

**Determine important ideas**-Making predictions and identifying the most important ideas of the text come before, during and after reading.

**Synthesize**-Throughout reading, strategic readers mentally summarize information as a way to check their comprehension.

**Draw inferences**-Strategic readers combine prior knowledge with text information to make inferences about the text. Gaps in understanding are filled in through predictions, inferences and new ideas.

**Ask questions**-Questions are developed and answered by strategic readers throughout the reading of the text to activate prior knowledge, check comprehension, clarify ideas and focus attention.

## **Reading Essay Rubric**

- 90-100 pts. Well-developed essay with original thought and good supporting detail.**
- a) met stated criteria for each paragraph of the essay
  - b) minimum number of proofreading errors
- 80-89 pts. Some original ideas combined with class-generated thoughts and some supporting details**
- a) met stated criteria for some of the paragraphs of the essay
  - b) a number of proofreading errors which begin to interfere with content
- 70-79 pts. Little to no original ideas with some class-generated thoughts and minimal supporting details**
- a) met stated criteria for a few of the paragraphs of the essay
  - b) proofreading errors interfere with the content
- 60-69 pts. No original ideas with little class-generated thoughts and inaccurate supporting details**
- a) met little to no stated criteria for each of the paragraphs of the essay
  - b) proofreading errors interfere with the content
- 59- pts. Little to no effort was given in the content and proofing of this paper**

# The Five Paragraph Essay

## I Introduction

- a) Use an attention getter like a quote, a rhetorical question, an opposite idea, a statistic or fact, a power statement
- b) Several sentences building off of your attention getter
- c) End the paragraph with your **thesis statement**-your one sentence response/spin to the essay
- d) **Do not** announce what you will be discussing in your paper

## II Body

- a) Each paragraph has a topic sentence that directly supports the thesis statement
- b) All other sentences in the paragraph support the topic sentence
- c) The final sentence of the paragraph transitions into the next paragraph by using words such as next, in addition, consequently, however, mainly, secondly, moreover, still, yet, therefore, nonetheless.

## III Conclusion

- a) This paragraph **looks similar** to the introduction.
- b) Restate the thesis statement
- c) Respond to your attention getter
- d) Be careful not to 'give advise'